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XXVI

ST. LOUIS, MO., OCTOBER 10, 1893.

No. 10.

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UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

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No. 10.

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St. Louis, October 10, 1893.

J. B. MERWIN..... Managing Editor
JERIAH BONHAM..... Associate Editor

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STATE SUPT. WOLFE, of Missouri, says the *cheapest* teacher is the *dearest* teacher—and he proves it too. He suggests that strenuous efforts be put forth by the teachers to show the tax-payers these facts. How much better such efforts than to dry up, or be quarrelling over some "method" of teaching grammar.

Dante, you remember, sees his old schoolmaster who taught him grammar in "the Inferno" with flakes of fire falling on his skin like snow, so burnt that Dante can scarcely recognize him. We feel it our duty to sound this note of warning

We beg leave to suggest to our teachers, especially those in the rural districts, a way in which they can multiply their usefulness and their influence a hundred fold. Here is the one plain, strong way in which the *National Economist*, of Washington, D. C., states the reason of the present depressed condition of the country: "All individual and national evils originate in ignorance." Steering entirely clear of all partisan and denominational influence and work we think our teachers the country over could gather the people together evenings and read and consider and labor to educate the agricultural classes in the science of government and ethics in a strictly non-partisan, non-sectarian spirit."

It is probably true, as the *Economist* claims, that the people of this country "are more nearly non-partisan to-day than ever before," and that "all teaching must be done in love, and to fulfill our mission we must individually ex-

ercise this blessed spirit, not only toward the agricultural classes, but toward all classes who suffer with us."

Here is a field open ripe for the harvest if our teachers in the country schools will enter with love, wisdom, and devotion, and cultivate it.

We send now and then a few extra copies to teachers and school officers, that they may circulate them among their friends. The teachers of Missouri found that by circulating 150,000 copies of the AMERICAN JOURNAL OF EDUCATION among the tax-payers, that the money it had cost them, \$1.50 per year, has been returned to them many times over, in the average increase of wages from \$27 per month to an average of \$47.50 per month. Or an increase in the compensation of each teacher of about \$20 per month. Can we not unite now, and make the compensation an even \$50 per month as a minimum, in all the States? We can afford to do this now. In fact, we cannot afford not to do this, for it would insure competent teachers for nearly all our country schools.

The Reading Circle.

If there is any lingering doubt in the mind of any one of the value, importance, or necessity of "the reading circle movement," we think it will be dispelled by reading the following

DIME NOVEL

statistics from the *Chicago Graphic*: "There is an establishment in New York which prints 5,000 dime novels an hour. They have a machine consisting of two cylinders, on each of which 144 pages may be screwed, and as the long strip of paper goes through, first one side is printed and then the other, making it possible to print 288 pages at every revolution. The strip of paper, after being carried over rollers which dry the ink, is cut, folded, and brought together in the shape of a volume, with the edges all trimmed. Every time the great cylinder goes around a novel is printed, folded and trimmed, and 5,000 of these are turned out every hour, while, if it were neces-

sary, 7,000 or 8,000 might be the quota. The covering does not take long, fifty being the average for a minute. The paper costs nearly five times as much as the printing, and mounts as high as two cents a novel. The whole cost for the mechanical construction of these books is not more than three cents apiece. The most laborious part is in the writing and reading of them."

The managers of the "reading circle" are earnestly striving to introduce to both the young and the old a better class of books than "dime novels." These efforts deserve the cordial recognition and earnest support of all.

LANGUAGE is the most important instrument used by man, and the power to use it well is of value in proportion. The clear thinker, the ready speaker, the graceful writer, each of these is a man of power. This is the reason why, in these days of general intelligence and culture, that the pen is mightier than the sword.

THE man who can perceive relations accurately and reason correctly with regard to them is well educated. The close connection of language work with logic, rhetoric, and literature should be kept in mind and recognized in all teaching, and the pupil's work should be a good preparation for these studies.

Our Premium.

THE following testimonial of the book we are offering for every subscriber to the JOURNAL will speak for itself. See what is also said of this valuable book on page 16:

Messrs. Perrin & Smith,
Publishers AMERICAN JOURNAL OF EDUCATION.

DEAR SIR:—The little book, PRESTON PAPERS, is in the sweetest spirit of the "new education." I am sure that no teacher can read it without a sense of moral uplift nor without a deepened conviction of the dignity of the teacher's calling. It is also full of valuable practical suggestions toward improved methods in actual school-room work. Very truly yours,

WM. M. BRYANT,
St. Louis Normal and High School.

It seems to us that we must be vastly more in earnest, all of us, editors, teachers and parents, to interest and enthuse the children in their work. Society, institutions, science, wealth, power, responsibility—all these are sealed up and non-existent to the ignorant and to the uncultured. The teacher comes as a revealer of all these.

Our teachers must keep these fires of intelligence and enthusiasm burning with a steady flame, to be impressive and useful. Keep up the reading circles among the older pupils and the patrons of the school.

THE advantages of the printed page are these: If one does not fully comprehend, at once, what is stated, he has in the printed page the resource of a re-perusal, not only with himself, but with his friend; whereas, if the speaker is not apprehended as he goes on, there is no means of obtaining repetition. By all means consult and circulate the printed page.

THESE monarchs of thought who make our literature—these printers who make their speech immortal—certainly when both are furnished in such abundance to our hand, we can keep it all circulating, and prevent this mental stagnation and sterility that so fearfully blights the lives of many people. Get up an exhibition and secure money to buy and circulate these printed pages.

MR. WM. REYNOLDS, of Peoria, Ill., Supt. of the International Sunday-school Union, in his report as Field Inspector to the International Sunday-school Convention, recently held in St. Louis, said: "In the United States there are 22,000,000 of children. But 9,000,000 are in the Sabbath-school. There is an increase of 400,000 children annually, while the increase in Sunday-school enrollment is but 200,000." Mr. Reynolds went on to develop measures by which more efficient work may be done in gathering in the large number of children, something like 13,000,000 who do not attend Sabbath School at all.

If we were as wise in the proper distribution of wealth in this country as we are greedy and unscrupulous in its acquisition everywhere, the aged would have a place of refuge and the poor employment and food.

Our common schools train all the time theoretically if not practically in such virtue and co-operation as will lead to this desirable state of things.

THE "safe money" men stand for the people. They will not be vanquished. Every district school from the "Lake of the Woods" to the Gulf and from the Atlantic to the Pacific, scatters and nourishes the seeds of intelligence, virtue and patriotism.

St. Louis Public Library.

WITH the compliments of Frederick M. Crunden, Librarian, comes the report of this institution for 1891-92. It is a pamphlet of 56 pages, and contains the report of Oscar L. Whitelaw, President of the Board of Managers, Mr. Crunden's report as Librarian, several appendices (one of these containing a "history of the free library movement"), and finally the very admirable and characteristic address of Dr. Edward Everett Hale, on the occasion of the removal of the library to its new and elegant quarters in the Board of Public Schools Building, at the corner of Ninth and Locust streets.

The pamphlet is thus specially rich in interest to those who recognize the far-reaching educational value of a public library. Not only so, but we have here in brief compass convincing evidence of that peculiar quality of enterprise characteristic of St. Louis.

Not eager to be the merely numerically "first" in worthy undertakings, St. Louis has not unfrequently seemed to be lacking in the spirit of progress. But the deliberate development and use of power—that is the sure way of attaining genuine and lasting results. And the gradual unfolding of a public school library into splendid proportions, and the final transformation of that library into an actually and absolutely free public library, is one of the latest and most creditable, as it is one of the most richly promising for good, of all the enterprises to the unfolding of which this great city of the Mississippi Valley has thus far applied its splendid resources.

To open the doors of a great public library to be used free of charge by rich and poor alike, is to sweep the cobwebs from the sky and let in the sunshine to many a groping soul! And now the next step to be taken is to provide for the definite organization of clubs in every part of the city under competent leadership for the steady and consistent pursuit of reading—such reading as constitutes genuine study—along clearly marked lines tending toward well defined mental growth.

The free public library is already a missionary enterprise, conceived in the true missionary spirit, if any enterprise was ever so conceived. Shall the enterprise pause with the mere first step, or shall it be carried forward to richest culmination?

Is not the spirit of that great missionary movement known as university extension, already a "familiar spirit" of the time? And is not this spirit precisely adapted to the task of stimulating into vigorous activity and of guiding toward full maturity the embryo yearning for the knowledge that is of most worth—a yearning never so manifestly universal as at the present day? Surely it cannot be doubted that in this spirit reading

clubs should be formed, that debating clubs should be formed, and above all that there should be formed clubs for well-defined study in the fields of science, of literature, of art, under specially competent leadership.

It is not a field for money-making. It is rather a field in which men and women who have the good fortune to already possess the clews to the great central secrets of the world may show the genuineness of their appreciation of the doctrine of the common brotherhood of man by unselfishly contributing of their time and strength to aid less fortunate men and women to realize their common birthright to the possession of those self-same clews.

The Free Public Library furnishes the implements. Let educated men and women turn actual missionaries, and furnish as freely the method for the use of those implements. And surely he that converts an idle mind into a diligent user of good books, shall save a soul from one or another degree of death, and break a multitude of cords that lead toward anarchy.

W. M. B.

A Master Hand.

"We will according to your strength and qualities Give you advancement." —SHAK.

WE should think it would be an easy thing and a very profitable, helpful thing for the more than 11,000 teachers of Missouri to take the Forty-third Annual Report of Hon. L. E. Wolfe, State Superintendent of Public Schools, and spread it before the *tax-payers* of the State. Every page of it is vital with the most convincing facts and statements—arguments for the help and advancement of the teachers and schools unanswerable and converting, if only they were brought to the notice of parents, patrons and tax-payers. Every one of the more than 700 newspapers of the State would be glad to publish a column of these short, pithy, meaty statements, if our teachers would prepare and edit them wisely.

Take the following as a specimen of the plain, convincing way these statements are made: 'Strenuous efforts should be put forth to convince the *tax-payer* that the cheapest teacher is the dearest. Both with the inefficient and with the efficient teacher there is a common outlay in school site, house, furniture, appliances, and above all, in the *time of the pupils*.

'This educational plant—school site, house, furniture, appliances, pupils' time—the inefficient teacher, alike with the efficient, occupies and cumber.

'This plant constitutes a collection of educational instrumentalities or tools which must fall far short of their full measure of usefulness, unless intrusted to a master hand. How foolish to entrust this plant to a thirty-dollar teacher! It is like entrusting a great train of cars to an incompetent engi-

neer because he is cheap. An additional outlay for teachers' wages is the only means of fully utilizing the outlay already made for site, house, appliances and furniture. The most valuable of all outlays is the pupil's time and opportunity.

The *sixty-dollar* teacher costs more than the *thirty-dollar* teacher per day, but his instruction is *cheaper*. Just as the passenger goes further by the railroad train than by the stage coach or the jolt-wagon, so a pupil goes further in his symmetrical educational development in a given time with the *sixty-dollar* teacher than with the *thirty-dollar* teacher."

That is a plain, fair statement that ought to go into every county paper in the State of Missouri, and every other State, too; for it is *true*, and truth is not confined to State boundaries. The teachers everywhere and all the time create a growing, intelligent constituency for the *country* newspapers. The schools teach the people to read, and when this is done properly and wisely, the mind hungers for food. The country newspaper is the most ready, efficient purveyor of this food for the hungry minds of the people. The *country* newspaper finds constant and ready access to the homes of the children. How many of the 11,000 teachers of Missouri are ready, *now*, to help themselves, and to help the schools of the State by adopting these wise suggestions of State Supt. Wolfe?

Wind-Splitters Not Wanted.

"This is put forth too truly." —SHAK.

HERE is more of it, and it is "interesting re'din'," too, because it is *true*. No trouble for the 11,000 teachers of Missouri to get this into the 700 papers of the State. Sup't Wolfe says:

"The best farmers understand this problem of quality and expenditure. They understand that the Berkshire costs more than the razor-back; the Shorthorn more than the crumple-horn. But they also understand that a given amount of food puts *pounds* on one to ounces on the other. It is only with the poorer class of farmers that the ideal hog is the *wind-splitter* and the ideal cow the crumple-horn.

"The *better class* of farmers have ceased to raise hogs for speed. With a poor stock of hogs the meat produced will not pay for the corn eaten. It is only through improved stock that there can be profit in feeding.

"Just as the wind-splitter hog will eat even more than the Berkshire or Poland-China, so will the incompetent teacher cripple the educational instrumentalities, permitting pupils to cut their names high upon the walls and deep into the desks, and sowing in the minds and hearts of the pupils seeds of error difficult of eradication. So also with crops.

"A certain yield—say ten bushels of wheat or twenty of corn—is required to pay for seed and cultivation. The

wise farmer sows the best seed and employs the most improved cultivation, well knowing that every bushel beyond the cost of seed and cultivation is profit.

"The day will come when the great majority of tax-payers will pass by cheap teachers as the intelligent farmer now passes by inferior stock and seed; as he would pass by a thousand joltwagons or stage coaches to take the passenger train. In the meantime, it is the duty of educators of clear insight and devotion to courageously insist upon a higher standard—to do what they can to place the licensing of teachers in the most competent hands."

The Kindergarten Idea.

"I am glad that my weak words
Have struck but thus much show of fire."

THE world is turning its eyes upon the great Fair. But does the world know that this great display is in itself only a large kindergarten? The whole show is an object-lesson on a vast scale, mostly for "children of a larger growth." The kindergarten idea is at the bottom of the enterprise.

It would be interesting to learn what per cent. of the artists and artisans who have wrought out these wonderful material things, such as were never before brought together, received their first impulses in the kindergartens of Europe or America!

The humble teacher who taught that child form, proportion, color, at the age of five years,—how little did she dream that her efforts would find climax in this embodiment of idea and ideal in the huge engines of the machinery department, the weaving of textile fabrics, or in the soul-filling painting in the Fine Arts.

What an impulse hundreds of teachers have been receiving this summer at the World's Fair, in case they have not unwisely exhausted their physical strength! They will have enough to talk about of science and art for the coming year. They will glance over their guide books or catalogues from time to time, and will be able to give the children talks that will arouse new interest in the dullest pupil. A teacher who has spent a week or two at the Fair ought to be worth at least ten per cent. more salary than one who has not had that privilege.

Most people have eyes, and most have eyes to see the things called "great" at the Fair. But only a small per cent. of the eyes can discover and "see" the fundamentalsights. These are likely in some obscure corner up stairs connected with the educational exhibits. In a word, thought is fundamental. Thought is transferred to paper. The artisan embodies the sketch in iron, stone or wood. If you would get at the foundation steps of

the great Exposition itself, look at pen and pencil work on mere paper. Can you not afford to stop and look at the lines and perchance the name?

It is difficult to estimate the elevating effect of a thorough visit at the Columbian Exhibit, and the White City may be worth a year of study in the schools. The actual culture that must come from seeing that dream of a city in pure white, will affect the lives of millions.

Though an extravagant outlay for these times, they who conceived and constructed the White City built better than they knew. Who shall say "this ointment might have been sold for much and given to the poor!" It has been given to the poor, and the poorest have been able to see the world for half a dollar. E. N. A.

PESHTIGO, WIS., Sept. 20, 1893.

The Society of Pedagogy.

THE history of education in this country marks a distinctly aggressive movement beginning fifty years ago, and aiming to give the youth of the States a practical knowledge of the elementary branches of human learning. This purpose, so modest in its inception, now assumes proportions so gigantic as to command in some sections a fourth of the revenues of the State. Demanding that all children should be educated at the public expense, this movement is now equally imperious in its demand that teachers shall be prepared for their work at the expense of the State. The growing desire for improvement on the part of teachers has led to many devices for carrying out more fully this pedagogical phase of this great scheme of universal education, such as teachers' institutes, teachers' associations, public and private normal schools. But the demand for progressive teachers has led in St. Louis particularly, to a thorough reorganization of the Pedagogical Society for the purpose of giving it a broader field of usefulness, by giving to the work of its many members a more specific and practical character. The theory which underlies this reorganization is, that no teacher is equipped for his work who knows simply what he is expected to teach. When a living organism ceases to grow, it begins to die. This is emphatically true in the domain of intellect. The aim of the society is to make live teachers by providing facilities for their constant improvement.

To this end, several departments have been established, and leaders named for each department, to give direction and aid in their respective fields of investigation and discussion. The scheme is so flexible that not the teachers only find these discussions interesting and profitable, but many in the community participate in them, thus establishing a bond of sympathy between the realm of theory and the

realm of practice, which cannot but enlarge the range of mental vision in both classes by an exchange of opinions which have their origin in, and take their coloring from, widely different points of view.

Psychology, ethics, science, pedagogy, literature, history, art, the principles and practices of kindergarten instruction, indicate the scope and character of the work here undertaken, and the fact that the accumulation of knowledge is not an end, but only a means to an end. That end, the crystallization of knowledge into faculty, indicates the general purpose and method of this work. The schools and the people in the community will thus come to have a strong community of interest in every effort to build up and strengthen the intellectual and moral forces, not alone in the body social, but in the body politic.

GEO. E. SEYMOUR.

St. Louis, Mo.

THE intelligent person is so flexible and so susceptible to right impression, that it seems to us to be an easy matter for the strong, conscientious teacher to unite all such in an effort to spread broadcast this helpful influence. For instance, take the illustration of M. Alfred Fourlee, in the *Popular Science Monthly*, for July. He says: "Put over the eye of a near-sighted man glasses that will make things visible to him, and he will be obliged to agree that he sees them; show an ignorant man a drop of water in the microscopic field, and he will have to recognize that it is inhabited. Intelligence is to the other faculties of our mind what the eyes are to the organs of our body—a touch at a distance. Hence intellectual activity has a superior power to direct and transform all other kinds of activity. As it continually discovers new sides in things, it thereby produces a double effect. It constantly excites new feelings, and so opens out new ways of action. Every new idea thus suggested or gathered tends to become a sentiment and an impulse, and consequently an idea force. This intelligence thus becomes the great instrument of right voluntary selection. It is a shortening means of the elevation of the masses. Intelligence thus accelerates and accomplishes in a short time what might otherwise have required centuries to establish."

Cannot our teachers read and re-read this extract until all comprehend it? Get enthused by it; nay, more, feel its power and guide their lives and efforts by this light. Without saying it, how valuable, nay, how indispensable the work of the teacher becomes to every child, to every community. Can we not have unity of effort, and unity of plan, too, in this work of enlightening the people? We hope so.

Teachers! see page 16.

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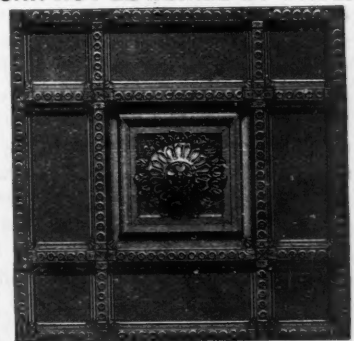
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M. MATHES, Little Rock..... } Editors.
J. B. MERWIN, St. Louis..... }

ARE the funds on hand,—and sufficient to pay the teachers each month as other State and county officers are paid?

CERTAINLY we should teach in all our schools with vigor and enthusiasm but without sectarian bias, that there is a moral law which rules the world of intelligence as there are physical laws which govern the phenomena of nature. No person can escape the results of disobedience to either one of these.

LET us work on as teachers, uniting our efforts, consummating wise plans, giving with zeal and indefatigable energy practical help to both pupils and parents in every school district, and we shall win respect, co-operation and power to secure proper legislation.

DOES not the sovereignty of the people necessarily imply the sovereignty of intelligence of right, of justice, of reason? These are the very cardinal virtues taught in all our common schools. With these principles dominant there is scarcely a political or social evil that could not and would not be speedily and directly solved.

THESE teachers put the whole nation in training for something better. The children in the homes talk of what they see and hear in the schools. We can in this way at once begin to cultivate a community of understanding and agreement, a harmony plan, policy and procedure.

YES, the teachers must now speak and act for themselves. Papers and journals which should be leaders, defenders, judges, voices of hope and of inspiration, are for the most part accusers and small fault-finders, undermining the confidence, so far as possible, of the people and taxpayers in the great work our teachers have done and are doing. It is time these accusers were relegated to the oblivion and obscurity they have earned. Our teachers are the vanguard of a great people. Material glory goes out with them, but the more intelligence is diffused the more helpful and prolific it becomes.

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LIBERTY and intelligence are no less necessary to the moral and religious than to the political progression of the people.

Tools to Work With.

DR J. BALDWIN, of the State University of Texas, in his great work on "School Management" one of the best books, by the way, for young teachers yet published, says:

"School apparatus embraces all those instrumentalities used for the purpose of illustration in the lessons taught. Tools are not more important to the mechanic or farmer, than school apparatus is to the teacher. The good teacher is skilled in the use of it, or becomes so, and it more than doubles his efficiency.

"The district school set of implements, alone, is here considered. Schools of a higher grade are usually well supplied with apparatus. Only in district schools, where apparatus is most needed, do we find a lamentable destitution of it.

THE BLACKBOARD HEADS THE LIST.

"In all branches of study the Blackboard is in constant requisition. The teacher who ignores the blackboard deserves to be ignored by the school board. It is an open confession of inefficiency.

"EXTENT.—The board should extend around the room, and should be from three to five feet wide. The bottom of the board should not be more than three feet from the floor. The teacher's board should extend up to the ceiling, to give place for programme, standing diagrams, etc. It is impossible to have too much blackboard surface in the school room.

"USE OF BLACKBOARD.—The least competent and obscure teachers use the board in mathematics. The skilled teacher uses it in all recitations. In language and grammar the exercises are written on the board, and sentences are diagrammed and parsed on the board. In geography maps are drawn on the blackboard and lessons outlined. In reading, words are spelled and defined; inflection, emphasis, pitch, force and quality of voice are marked. But it is needless to enumerate. The qualified teacher will no more attempt to teach without ample blackboard surface than the farmer will attempt to farm without a plow.

COST OF A SET OF APPARATUS.

"It is astonishing, when we find that the common school set of apparatus, consisting of a set of outline maps, blackboards, globes, reading charts, a magnet, etc., costing only from \$60 to \$80, that any school should be unsupplied. It is mortifying to know that less than one-third of the schools of the United States are unsupplied. Men squander millions on their appetites, and leave their children destitute of the necessi-

ties of intellectual life. Judicious expenditure is true economy. Money invested in school apparatus pays the highest possible dividends.

Georgia.

"Too little payment for so great a debt."
—SHAK.

THE teachers of Georgia are modest to say the least, and certainly must sustain a very high character to be able to get trusted for six months. Here is a modest resolution:

Resolved, That we, the teachers of Franklin county, insist that the next session of the legislature pass an act requiring that the teachers of the State be paid their money AT LEAST BIENNIALY.

THE Camden County teachers are wiser and do better. They "Whereas" and "Resolve" as follows:

WHEREAS, The teachers of Georgia are not promptly paid their salaries; and,

WHEREAS, This negligence works a great inconvenience to many of these common school teachers, causing them to discount their papers for the support of themselves and families; be it

Resolved, By the teachers of Camden county in attendance on the county institute this 29th day of June, 1893, that we most cordially thank those members of the last legislature who made effort to have the teachers more promptly paid; and be it further

Resolved, That we request the next legislature, and more particularly our representative in that body, the Hon. A. Wilson, to use all possible effort to bring about these desired ends, that the payments be made monthly; and be it further

Resolved, That we request the Savannah News, Times-Advertiser, Brunswick, Ga., and The Southern Educational Journal, of Atlanta, to publish these resolutions; and be it also

Resolved, That a copy of these resolutions be sent to our representative and senator.

N. L. WIGGINS, Chm'n,
H. H. WILKINSON,
MISS O. L. ROBERTS,
MISS ESTELLE MILLS,
MISS A. E. STORY,
Committee.

The teachers in a large number of other counties pass similar resolutions and The Southern Educational Journal prints them in preference to the cheap, sawdust personals.

Suppose Prof. So-and-so did "sneeze" at 10:30 and "cough" at 11, and adjourn the institute promptly at 12 m. Do such "personals" help the people to see that it is their duty to provide for the reestablishing, maintaining, and extending the common school system until the children of the State are educated not only to know the law, obey the law, but to be able to frame

and pass just, wise, and equitable laws?

The Southern Educational Journal says: "It is a matter of very small consequence to the progressive and earnest teacher to know whether or not 'Prof. William Jones is teaching a flourishing school in South Florida,' or that 'Prof. John Smith has had a flattering offer to take charge of the school at ———, Ga.' It would be an easy matter to fill pages with items of this kind, but the question is, do they help the teacher in the work he has undertaken?"

Will this sort of 'stuff' pay for board, clothes, railroad fare, postage, books or anything else?

The editor says: "Our idea of a professional journal is above this, and we believe our position will be sustained by a great majority of the teachers of the South."

The Spelling Match.

"Thy love did read by rote, but could not spell."
—SHAK.

HON. S. D. BRADWELL, State Superintendent of Georgia, makes a strong, convincing plea for a renewal of "the old style spelling match," in a late issue of The Southern Educational Journal. He says in the old time "the entire afternoon of the last Friday in each month was devoted to this exercise. The smaller children were placed in one class, and the larger ones in another. The division was frequently on the basis of sex—the boys against the girls. Lessons were assigned weeks before the appointed time. It was the event of the month, and the entire community 'turned out' to witness the contest. Fortunate was the one who 'stood last.' Caesar was not more proud of his victories than he. There were giants in spelling in those days. This was not attributable to the spelling books which were placed in the hands of the children, for the 'Old Blue Back' and Walker's Dictionary were the standards. But it was the result of the interest excited in the scholar which culminated in the monthly spelling match, and because a boy or a girl never got too old or too far advanced to make daily recitations in spelling and to take a part in the contest at the end of the month."

"Let us revive the spelling match in the schools of Georgia."

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We Should Think So.

PROF. L. C. GREER, of Oglethorpe, Ga., says: "The State leans very heavily upon her teachers, and it would be impossible to imagine a closer relation than that which exists between the two. The one occupies the position of adviser and head, the other of friend and guardian of the best interests of the citizen. In this close relation much is being done toward the dissemination of learning, and though the State could do much more for her children, be it said to her praise she is making great efforts. These having been met with by admirable co-operation on the part of the teachers, has decreased illiteracy by a large per cent. in the last decade. Splendid indeed is the showing made by the State to-day. In almost every grove, alongside almost every road and by-road, from the mountains of White and Rabun to the marshes of Ware and Clinch, from Richmond to Muscogee, stand little temples of learning—the country schoolhouses."

Old Teachers.

"Here are some will thank you
If you speak the truth."

—SHAK.

RECENTLY a public print remarked that a certain teacher had been a good teacher in her day and generation, but should now be supplanted by younger ones. The teacher in question is not decrepit, walks with as vigorous a step as most young people, is as clear of intellect as ever. Upon reflection the inquiry arises, Is it true that in teaching age and experience counts nothing? In law, medicine and theology age and experience count much, but in teaching youth and inexperience are in demand. Then there is a feeling that it is better to change teachers frequently. If, relatively speaking, the drivers of carriage horses were changed as frequently as teachers are in some schools, there would not be a team that it would be safe to ride behind. It is the innate power of the human mind to resist bad management that saves many a youth.

The curse of the school system is the craze for something "new"—new teachers, new text-books, new methods of teaching.

The principles of education by which a modern child under the sunlight of this latter part of the nineteenth century learns the same as those by which Cain, and Abel, and Seth, and Enoch, and Methuselah learned in their infantile days. Fewer changes of teachers, fewer changes of text-books will greatly enhance the efficiency of the schools. And in principles and methods keep none because they are old or because they are new; keep only those that are true. Truth is above all. Have your pupils inspired with a sacred reverence for truth.

Nothing is good that is not true. Nothing is beautiful that is not true. Truth is freedom. The pupils should be taught that each particular truth learned brings us into direct communication with God.

One of the weak points in the school work is the attempt to teach too many things. A few things thoroughly taught is better than many things attempted and none completed.

J. N. DAVID.

WEST VIRGINIA, Sept. 20th, 1893.

Pennsylvania.

THERE is a solid, steady growth in the public sentiment of the Keystone State in favor of longer school terms and of better compensation, also—a result largely of the series of county teachers' institutes which have been held there. They wisely secure the ablest, popular lectures that money can command for the evening entertainments, and thus reaching and interesting the people in this movement.

Another step in advance is that the legislature has provided that the salary of no county superintendent hereafter shall be less than one thousand dollars, and that in counties having over one hundred and ninety schools, or twelve hundred square miles of territory, or a school term exceeding seven and one-half months, the salary shall not be less than fifteen hundred dollars.

The highest salary permitted is two thousand dollars, but the convention of directors called to elect a county superintendent may vote a larger sum, the increase to be deducted from the county's quota or the State appropriation.

The general basis of the salary is fixed at four dollars and a half for each school in the superintendent's jurisdiction at the time of his election.

About 1,000,000 pupils are enrolled in the Pennsylvania public schools under the instruction of more than 25,000 teachers. Total school expenditure for '92 was over \$14,000,000. The school property in the State is valued at \$40,000,000.

THE need of unity of plans and effort which we have urged so much begins to be voiced in all directions.

The *Philadelphia Press* says: "The teachers in the public schools of this city can command the educational situation if they place themselves in broad relations with education in Philadelphia. There can scarcely be placed limits to the good which could be done and the influence which could be exerted by an organization which spoke for the entire teaching force of the city irrespective of the artificial divisions which to-day divide a work one in nature and principle from the sub-primary school to the post-professional courses of the university. All suffer from the present division, the lack of acquaintance and the absence of an authoritative organization able to speak for all in the interest of each."

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The Study of Medicine.

BY FLAVEL S. THOMAS, M. D., L.L.D.

"I do come with words
As medicinal as true."

—SHAK.

THOUSANDS of prospective medical students, thousands of parents, thousands of teachers are anxiously inquiring: "What is the best course of study preparatory to the study of medicine?" Anyone who can aid in the solution of this problem will greatly help the cause of education, the standing and usefulness of the medical profession, and indirectly, all who are dependent upon this profession for health and happiness.

Seeing the need and importance of this work I have undertaken it. I shall give the results of my own experience as a medical student, as a medical teacher, and as a physician who has been in active practice for twenty years. To this I shall add the results of my observation and knowledge of other physicians, their education and the resulting failure or success. I shall also quote freely from the writings of famous educators, thus adding strength to what I may write.

The physician should have a liberal education. For many years it was thought that no man could possibly be liberally educated who had not spent six or seven years studying Latin and Greek. The line was sharply drawn. The holder of B. A. was liberally educated. There seemed to be something sacred and mystical about the Latin and Greek, the four year's course and the B. A. I think more of us have reached that stage when we would not call a man liberally educated who had confined his studies to Latin, Greek and Mathematics.

It was not claimed that this extended knowledge of Latin and Greek had any special value to the average student. The college authorities claimed that students got a discipline from the course that no other studies would afford; that a man who had not been through this course could not do good brain work. Now any student of biography knows that this is not so. He knows that many of our best, most profound, most famous scholars never took a Latin-Greek college course.

Taking a four or seven year's Latin-Greek course just for discipline is much like making a boy pound a chopping block with a reversed axe to develop his muscles when he might turn his axe over and cut wood at the same time. We have useful studies which will afford the prospective medical student better discipline than can be derived from Latin and Greek. We must remember that the proper discipline for a student of theology is not always the best for a student of science. For many years there was a

feeling that useful or professional studies had no place in a college course. A study to find a place in a college course had to be difficult, disagreeable and useless. Now people are beginning to find that pleasant, useful, practical studies help to discipline the mind as much as those which are useless and disagreeable. In fact a study which otherwise would be dry and difficult may become pleasant and easy if the student sees that the knowledge will be of practical use to him in after life.

A good, broad, liberal education can be obtained in a professional school. I see no reason why a liberal education and a professional education can not be both gained at the same time. Prof. D. W. Dennis says: "Many students never see a college; they go from the district school to the school of law, medicine and theology; study one thing with its collaterals from two to five years, and we meet them every day in middle life after ten years of subsequent study and practice of the one thing, educated, cultured, trained. If it is answered that this is by no means true of all of them, it should be remembered that it is by no means true of all college graduates. The amount and kind of study, not the thing studied, furnish the discipline and the means of the culture."

To those who claim that a practical, professional study cannot be a liberal study, cannot enlarge and discipline the mind I would ask: How about anatomy, physiology, histology, microscopy, chemistry, botany, psychology? These must be liberal because they are found in the modernized college course; yet they are medical studies, taken from the medical school course to enrich and liberalize the college course.

Greek and Hebrew are professional studies to the theological student.

International, Constitutional and Roman law are taken from the law school course. Geology and botany are professional studies to the geologist and the botanist. If you will look into it you will find that every college study is a professional study to a certain class.

Then how absurd to try to draw a line between the liberal and professional studies and between the liberal and professional studies. It is "the amount and kind of study, not the things studied."

What conclusions do I draw from this? These: That I would not keep a boy hammering away seven years upon studies the knowledge of which will be of no practical use to him, just for the discipline, when useful, practical studies will lead to just as good disciplinary results. Also that the time and expense required for a boy's education can be lessened greatly.

HANSON, MASS., Sept. 20th, 1893.

[TO BE CONTINUED.]

TEXAS

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We ought to do our teachers the justice in all the States to arrange for their prompt and liberal payment at the end of each month as other employees of the county and State are paid?

RIGHT onward must this system of common schools move in order that every voter liable to become a law-maker may know enough to make wise, just laws as well as obey law when it is enacted. In this intelligence there is safety and prosperity. In ignorance and lawlessness there is both danger and poverty. Our common schools train pupils into both obedience and intelligence.

We shall in the future, as in the past, try to magnify and exalt the work done by our teachers until their compensation shall reach a minimum of \$50.

The Right and the Power of the State to Tax the Property of the State to Maintain Public Schools.

BY HON. H. C. BROCKMEYER.

THE following statement and argument on "The Right and the Power of the State to Tax the Property of the State to Maintain the Public Schools" is one of the most fundamental and unanswerable that it has ever been our fortune to encounter.

We published 50,000 in our series of "Educational Documents" some time since, but they were all exhausted, and we have republished it in the JOURNAL since several times, but the editions containing it have been exhausted some time.

At the request of a large number of our patrons we republish it again. We intended to have it appear in the same issue with the strong and admirable address to "County Superintendents" by Hon. John G. Harris, State Supt. of Alabama, but it was unavoidably crowded out of those news editions.

Mr. Brockmeyer says: As the provision made by the State for the maintenance of the schools is the peculiar feature on account of which they are called "Public Schools," I presume I shall be speaking to the purpose, if I present some reflections upon the relation which the common school sustains to the State in general, and upon the power of the State to sustain such a system by taxation in particular. Of course, when I speak of the power of the State to do this or that, I do not mean to speak of a mere arbitrary power. On the contrary, I

desire to investigate the conception of a State as such, and see whether the exercise of the power in question is justified by that conception.

The next step would be to see whether this

CONCEPTION OF THE STATE is true, or at least whether it possesses validity for the public conceptions.

In this I am pursuing the beaten path of discussion upon this subject. They generally start with the assumption, more or less clearly defined, that the State is an instrument for the accomplishment of certain purposes more or less extensive. In this country, the conception furnished by Daniel Webster, and by him deduced apparently from the political theories of John Locke, that the State is an instrument for the protection of life and property, is the one usually employed. It is then shown, more or less conclusively, that the State can best accomplish this purpose by creating a common school system, and statistics are produced to show that education has a tendency to diminish crime. Besides, as property and its existence is the essential element for the sake of which the government and its institutions are taken to exist, it is further shown that

EDUCATION INCREASES THE VALUE OF LABOR, and thus facilitates the production of property.

Whatever validity this argument may possess as against those who oppose the Public School system on account of the sacredness of private property, it is obvious that it can never guide us to any conclusive result. Without going into its defects in detail, it is sufficient here to point out the fact that this conception of the State at its foundation is extremely partial, and if taken as exhaustive, wholly vicious. This is at once apparent, if we but remember that there is not a watch-dog in this, or any other state, but that is kept for this very purpose—"the protection of life and property"—for the accomplishment of which the Government is said to exist. But a conception of the final acts of government which places the State on a level with a common cur, cannot claim serious attention at our hands, especially when it is apparent at the first glance that it does not even announce one—the police function of government in its entirety. Without reference, therefore, to the history of the United States during the last few years for the utter refutation of this conception, we may proceed at once to the inquiry, what is an adequate conception of the State? Or if we desire to accommodate ourselves to the usual mode of statement and reflection, "What is the purpose for which the State exists?"

THE PURPOSE FOR WHICH THE STATE EXISTS.

Plato, in some part of his Republic, says: "It is, therefore, necessary

that all men should be governed by the god-like; by all means from within if possible, but if not then from without, so that they may obtain some benefit at least."

Now, if we remember that the god-like in human nature is just, then there can be no difference of opinion among us as to the correctness of the statement, "that all men should be governed by the god-like." But if we agree that this is true—absolutely, without any reservation or exception, that justice should govern man, then it would appear that whatever instrumentality may be employed for the government of man, the purpose of that instrumentality can only be the rendering of justice supreme over the conduct of man. But this would furnish us with an entirely different conception of the purpose for which government exists. For instead of having the existence of property as the final end, we have justice as the final end of the State.

If we proceed to examine the actual government of our State with this conception of the purposes for which it exists, we have

1st. The legislative function, which defines the just for the citizen, in the enactment of the law.

2d. The judicial function which applies this definition in the particular instance, in the administration of the law.

3d. The executive function which executes the just, as defined by the law and ascertained by the administration of the law, and thus enforces obedience to the just.

Thus far it would appear that we have no difficulty in recognizing the purpose for which all government exists in the organic functions of the actual government of the State. There can, therefore, be no doubt that the exercise of these functions is warranted by the purpose for which they exist. But if the exercise of these functions is thus warranted, then the

NON-EXERCISE

thereof, causes a failure of the accomplishment of the purpose for which they exist; that is to say a failure on the part of the government to define the just for the citizen, to administer justice by the application of this definition, and a failure to execute justice when ascertained, or a failure on the part of the government to exercise any one of these functions is a failure of the government to accomplish the purpose for which it exists. Hence it is not merely right for the government to exercise these functions, but it is also its duty to exercise them, and more than that, it is the necessity of its very existence.

But the first of these, the legislative function, involves in the practical exercise thereof:

1st. A definition of the just—the enactment of the law.

2d. The rendering of a knowledge of this definition of the law possible

to the citizen—the promulgation of the law. For the purpose of the function is to define the just for the citizen; not merely a definition of the just in general. These two requirements are of equal validity; a compliance with the one without a compliance with the other, vitiates the exercise of the whole function as is illustrated by the instance of Caligula, the tyrant of Rome. But his is the knowledge of the law to be rendered possible to the citizen which the practical exercise of the function demands? A publication of the law by word of mouth in the hearing of each and every citizen of the State. This is one method, but hardly practicable. The publication of the law in a printed book and a deposit of that book in the different county seats throughout the State, where every citizen can inspect it, this is the method practiced. But this takes for granted that every citizen can read that book, a wholly unwarranted presumption, unless the State has first rendered it possible for each and every citizen to acquire the art of reading and understanding that book. Without this, the State has failed to exercise the first of its functions of defining the just for the citizen, and without this, the other functions, whose purpose is to enforce obedience to the just, as defined in the law, are suspended. But nothing could be more absurd, than to demand obedience to a law, a knowledge of which was not first rendered possible to him of whom the obedience is demanded; and the enforcement of obedience under such circumstances is unmitigated tyranny.

Thus, then, we find the exercise of one of the essential functions of our government impossible, without some provision by which it is rendered possible for each and every citizen to acquire the art of reading and understanding the law that governs him. The same purpose, therefore, which created the function, and rendered its exercise imperative, also demands that this provision should be made.

WHAT THE STATE DEMANDS.

But, in using the expression just now—"the law that governs him"—another side of this subject arises before my mind. And that is, that obedience to the law is not all that the State demands of its citizens. This, indeed, is but the humblest demand. And, if we recognized it as incumbent upon the State, that, before it could demand obedience to its law from the citizen, it should render a knowledge of the law possible to the citizen, what shall we say of the duty of the government in this respect, when we find that it demands not merely obedience to the law, but also that the citizen should make the law?

If we refer back to the words of Plato, we find that the whole quotation is as follows: "It is, therefore, necessary, that man should be governed by the god-like by all means,

from within, if possible, but if not then from without, so that they may obtain some benefit at least." Here it will be perceived that the philosopher lays great stress upon the manner in which the just is brought to bear upon human conduct. He says by all means from within, if possible, and this indeed is the full demand made of a good citizen by a republic, that he be governed by the just, the god-like, from within. For him it is not sufficient to obey the law, nor yet to be a law unto himself, but he must also be a law unto others—the law in its universality. But this requires that he should know the law, not merely as the law of the land, but as his law—as the law of his existence—as the eternal truth of that existence. It is only this knowledge of the law riveted upon his innermost conviction by a clear perception of its universal application, that strips the law of its externality to him that makes it his own, and it is only when he stands in this relation to it that it can be said of him that he is governed by the god-like—by the just from within. And is it not obvious that unless a majority of the citizens of a republic stand in this relation to the law, that such a form of government is the greatest absurdity that can be announced? From whom is the law to be derived, if not from them? And how is it to be derived from them if it is not within them?

But how is a majority of the citizens of a republic to be brought into this relation to the just?

Human culture may be defined as the process by which man enters into conscious relation to the god-like in general, whether under the form of the true, the realized just, the good, or the beautiful. This may be regarded as the end of human existence. And if culture is the end of life, then education is the art which teaches man how to cultivate himself. For it may be said, in passing, that an education may be conferred upon man, as it may be even on brutes, but culture must be acquired by the individual. But while culture must be acquired, it is conditioned by education. The latter provides the implements of human culture by conferring a mastery over the "technique," in which the products of culture have been handed down from former ages, and in which the new additions of the present are handed down to future generations.

This "technique" is conventional and arbitrary, and therefore accessible to the individual only through an individual—a teacher. The answer, therefore, to the question, How shall a citizen enter into a conscious relation to the just so that he may be governed by the just from within, is contained in the single phrase "through culture." But this is conditioned by education. Hence, if the very existence of the republic depends upon a majority of the citizens being governed by

the just from within, that is, being self-governed, and the possibility of this depends upon culture, and culture depends upon education—the act of self-culture—then the very existence of the republic depends upon education: a conclusion fully understood and realized by the founders of the republic one hundred years ago.

But education is only a condition precedent to culture—it is not culture itself, it is only the possibility of culture. It confers a mastery over the technique of human intelligence. This technique, conventional and inaccessible to the individual except through the intervention of a teacher, is nevertheless the common element which holds, as it were, in solution, the entire consciousness of the whole human race.

A mastery of this technique elevates the individual above the four physical elements into this, the fifth,

THE SPIRITUAL ELEMENT OF HIS EXISTENCE.

By it he is declared of age, and entering upon his majority he enters into the vast and glorious inheritance bequeathed to him by the race for his spiritual sustenance. But the peculiarity that requires our attention here is, that this technique is common—common to all the many forms under which the products of human intelligence present themselves; and as such it is the proper content of education in the strict sense in which that term is here employed. This is the education of the common school—common in the sense that it is for all, accessible to all; common in the sense that it teaches what is common to all—culture—and thus needed by all; and, finally, common in the sense that it is maintained by all, out of a common fund to which contribution is made by all. Accessible to all, it excludes none. All are potential citizens of the republic, and in this character alone they are known to the republic. From all alike the republic demands obedience to its laws. To all alike it has to render a knowledge of that law possible. From all alike it demands that they shall govern themselves. To all alike it has to render the culture possible through which alone self-government is achieved. It excludes none. The conduct or behavior of the individual alone can exclude him, and as we deal with potential instead of actual citizens, this ought not to exclude, but only transfer him from the school to the reformatory.

WHAT THE COMMON SCHOOL TEACHES.

It teaches what is common to all culture. The Catholic, the Protestant, the Jew, the Gentile, the Infidel, the Democrat, the Liberal, the Radical, the German, the Irishman, the Dutchman, the yellow man, the black man, have not each a different mode of spelling the English language, the language of the law, but one and the

same mode. They have not each a different grammar of the English language, but the same grammar. They have not each a different geography or technique of commerce, but all the same. They have the same technique of mathematics, of logic, of mechanics, of astronomy, of chemistry, of botany—in a word, the same technique for all the products of human intelligence.

It is this common element which the common school teaches. In this it performs a two-fold service. To the State it renders the exercise of an essential function possible, and to the citizen it renders possible the attainment of culture. Regarded from either point of view, an institution of the State, founded in the final end of the State, and therefore to be maintained by the State.

In conclusion, permit me to say, that they who think this too much, and the expense too great, ought to find comfort in the reflection that a life spent in making a living, and in accumulating property, has for its final result zero. Nationally, this question was solved and demonstrated by our predecessors—the predecessors of this State—the aborigines. They lived to make a living. The end of their life was not culture, but to live. They wasted no precious property upon education to render culture possible. They paid no school tax. They vested nothing—nothing but the smutch of their pipes upon the walls of the caves of our State. This they left. This is their monument—a smutch.

On the other hand, they who think this too little, ought to remember that the purpose for which the State exists is to render justice possible for the individual man. To enable a just man to do an honest deed without let or hindrance. But the State does not do the deed for the man.

It would seem as if our present congress was governed in action rather more by the spirit of partisanship than by elevated views of statesmanship and patriotic devotion to the interests of the people. Lacking these two latter elements we are paying a high price for both ignorance and incompetency.

It is requisite that our four hundred thousand teachers become audible, and that the safety and grandeur of their work should be recognized. It requires great fertility of resources, great sagacity, full and precise statement. They are the nation, its safety and salvation.

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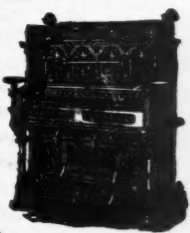
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J. B. MERWIN, St. Louis. }

ARE the funds *on hand*,—and sufficient to pay the teachers each month as other State and county officers are paid?

WE OUGHT to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and State officers are paid in every State in the Union, and as fast as practical, we should provide for longer school terms so that the children would not lose during the long vacation, the most that they are taught while they attend school during the short terms.

WE wish our teachers could catch more of the optimistic spirit of Charles Dudley Warner. He believes that it is the privilege of American teachers and authors "to open wide the new day, to infuse hopefulness into life, to fight materialistic tendencies, to cease to expect to make the world better by the exhibition of its debasement and vulgarity, and to hold up an ideal for inspiration. It is believed that literature needs only to apprehend its responsibility to assume it."

SALARIES of High School teachers in Los Angeles have been generally raised. Principal from \$1,350 to \$2,000; heads of departments, \$1,200 to \$1,800; assistants, \$900 to \$1,200.

Illinois.

"If thou wilt lend this money,
Lend it not as to thy friends."

—SHAK.

ARE the taxpayers of Illinois aware of the facts stated in the able and exhaustive address of Mr. James Kirk before the County Superintendents Association of Illinois?

He says funds of immense value thus come into the custody of the township treasurers of Illinois.

I give the amounts published as reported to the State Superintendent for the year ending June 30, 1890:

The amount of the distributable fund which the treasurers retained for their salaries, incidental expenses, paying for publishing annual statements, and the balance, not distributed, was \$239,363.94; the amount from all sources, placed to the credit of the districts, and subject to the orders of the school boards was \$15,307,757.07; the amount of the permanent township fund was \$11,007,689.58; the interest on the permanent fund that was collected and is included above, was \$642,227.87.

The sum of \$47,877.27 was reported as past due but not collected. This

shows, by single counting, a total amount of \$26,602,637.86 to have been in the care of the township treasurers for the year named.

A Gigantic School.

THE Baltimore *American* says the congresses assembling at Chicago have made of the big fair a gigantic school, the valuable effects of whose lessons will show far and last long. Taken all in all, the Fair is the educational affair of the century. We have felt that it was incumbent upon us to secure as large an attendance of the teachers as possible, and all who could go have been greatly benefitted by their visit.

County Superintendents

"He hath a wisdom that doth guide his valor
To act in safety."

—SHAK.

WE make further quotations from the able and vital address of Mr. James Kirk on the proper care of school funds in connection with the office of County Superintendent.

These statements seem to enhance the value and importance of this office materially.

Mr. Kirk states that the *progress* which the teachers of any county make in the art, as well as the science of teaching, depends, to a great extent, on the faithfulness and *wisdom* which the county superintendent displays in collecting and disbursing the institute fund.

The county superintendent is required to transmit to the county treasurer, monthly, the fees which have been paid him by applicants for examination for teachers' certificates and for renewals of such certificates, with a list of the names of the persons who have paid the fees. Every applicant who pays the fee of one dollar may claim a receipt for it, and the presentation of that receipt at the next session of the annual institute, has equal warrant with the presentation of a teacher's certificate, valid in the county, to entitle the rightful holder to attend the session at least five days without additional cost of tuition. Others who desire to attend during this time must pay a registration fee of one dollar.

One of the most serviceable and sacred trusts is committed to the county superintendent in the disbursement of this fund. Without regard to personal friendships or to short-sighted, selfish interests, this money, collected from the teachers, should be expended only for the best possible instruction of the teachers.

The value of the funds entrusted to the county superintendents for apportionment, judicious use and safe investment, is very great. The receipts from the Auditor's warrants, fines and forfeitures, income of county fund, etc., for the year June 30, 1890, were \$1,021,824.56; the principal of the

county fund was \$160,312.73; the institute fund was \$48,500.82; the total value of these funds was \$1,230,138.11. The safety of this amount, and the faithful performance of the duties of the county superintendents in general were assured by official bonds given by the superintendents, payable to the people of the State of Illinois, approved by the county boards or by the judges and clerks of the county court, and filed with the county clerks.

Valuable Suggestions.

"Like the spirit of a youth
That means to be of note,"

—SHAK.

MR. JAMES KIRK, in his address on "The Proper Care of School Funds in Illinois," states that "the biennial report of the State Superintendent shows the losses of the township fund for the year ending June 30, 1890, to be \$22,133.59. One poor township in a small county reported a loss of \$1,637.42, or more than 69 per cent. of its entire township fund!

"If our free school system ever be overthrown, or if a damaging limitation ever be put to the extent of its instruction, the sentiment which allows it or seems to justify it will be found to grow out of its financial problems.

"Mismanagement in matters of school revenue affect teachers as well as tax-payers and pupils, injuriously, and their own protection requires that they, as well as all other friends of our schools, give most earnest heed to the proper care of school funds.

HELP WHICH THE TEACHER CAN GIVE.

"What can teachers in general do to secure proper care of school funds? They can do much toward the formation and continuance of an enlightened public sentiment which leads people to inform themselves of the ways in which the affairs which affect them are managed; an honest sentiment which will not tolerate any carelessness, extravagance or genteel peculation in this management; a patriotic sentiment which will brand negligence or dishonesty in the care of school funds as treason to the best interests of the commonwealth.

In the reports of the Philosophical Congress the Chicago papers say that on account of its excellence the paper by Prof. Bushnell, of Kee Mar College, Hagerstown, Md., provoked considerable debate, and his address was generously applauded. Dr. Laws, of Kansas City, the best known educator in the southwest, discussed Prof. Bushnell's paper. A paper on "Kant and Cusation," by Dr. W. T. Harris, United States Commissioner of Education, was read by Prof. Joyce, of Harvard, and was received with high satisfaction.

TEACHERS! see page 16.

Have a Program.

I. ADVANTAGES OF A GOOD PROGRAM.

1. It leads to regular habits of study.
2. It makes systematic teachers.
3. It makes systematic pupils.
4. It is an aid to systematic organization.

5. It saves time.
6. It makes school work effective.

II. CHARACTERISTICS OF A GOOD PROGRAM.

1. Definite period of time set apart for each recitation, for every intermission, for all interruptions, and for study.
2. Length of recitations regulated by the size of the school, age of pupils, and number of classes.
3. Frequent recitations provided for small pupils.
4. Each study given its proportionate share of attention.
5. Studies to be prepared in school not to be recited first on opening of school.
6. Provision for general exercises.
7. Provision for exercises at opening and closing of school.
8. Program should not provide for severe mental labor at the close of the school day.
9. The program should be posted in some conspicuous place where pupils may consult it and become familiar with it.
10. The program should be closely followed.

It is said that Dante and Petrarch were the morning stars of modern literature, but they required the hand of a finer organization to complete their work. Boccaccio took up the work, and by the unity of this triality of great spirits the consummation of the mission of each was achieved. It has ever been thus,—unity of plan and effort, in this, as well as in past ages, will augment the facilities of human power and human happiness to an unparalleled extent.

WHEN, in Western England, the mother of Shakespeare gave birth to her obscure son—who could have been prophet enough to say that this infant would eventually come to use the whole world of man, past, present and to come, anticipating even what he was not permitted to behold. Was it not this unity and this fullness of statement which yet makes him one, at least of the acknowledged leaders of the human race in its career of human improvement? Would not unity of plan and effort on the part of our teachers where each would be reinforced by the power of all, help us, too, to be leaders, and so illustrate in our lives this great truth: "One is your master. Thought and all ye are brethren?" This is the new voice speaking to us. Let us give heed to it.

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WE OUGHT now, to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and state officers are paid? Don't you think so too?

OUR teachers and their pupils are persons not yet ripened by experience, but they are led by the gleaming torch of intelligence and are on the way and in the way of help, success and power. Let us help them in every possible way and not hinder their work by small criticisms.

OUR teachers are prophets as well as instructors. They know from the history of the past that by their soulful labor the seeds of intelligence may be brought to germination in the most unpromising and ungrateful soil.

A Business View of Teaching.

BY DELLIE SPALDING, WATHENA.

When a man decides to open a business house he puts into it all his energies, all his thoughts, and all the inventions of which he is master, in order to make it a success. He advertises extensively, and he invents cunning devices in order to increase his patronage.

Why should not we put business energy into our school work? Why not use cunning devices too, to draw attention to our business? Why not use printer's ink to draw patrons and teachers into unity of thought and action?

One teacher had short circular letters printed for distribution early in the term. The pupils had fallen into habits of irregular attendance. The letter was a friendly appeal to the patrons to assist in advancing the school interest by making the pupils regular and punctual. A few rules, short but decisive, bearing upon attendance, were added, with the understanding that they would be fully carried out. These rules stated plainly that no pupil could be absent or tardy without suspension, unless the absence was absolutely unavoidable. Co-operation was secured, and it is needless to say reformation was the result. While the reform might have been affected without the circular letters, they greatly aided in the co-operation necessary to a quiet reform.

Another teacher appointed a patrons' day, and issued printed invitations to the patrons to visit and acquaint themselves with the work done in that school. Of course some

work had been saved for an exhibit. The day was spent, not in rhetorical or literary exercises, but in regular class exercises. Visitors came and went from one room to another—it was a small graded school, of four departments. Many visited that day who had never before thought of such a thing as visiting a school, and it is easy to see that the home interest in school work doubled from that date.

It also gave the teacher the vantage ground of contact with the parents. We all know how great an advantage it is to exchange ideas with our patrons; or, rather, to hear their version of Willie's school work from a home standpoint; or, of Mary's ambitious longings, told only to the mother; or, of Harry's particular difficulties, which he has confided only to home listeners. Let us advertise our school as something of moment.

And these thoughts lead to another in nearly the same channel—the question of economy versus expense. On the one hand, the teacher who teaches a term of school without a cent of expense for advancing school interests is sure to be a failure. On the other hand the earnest teacher is tempted to spend much more than he should for things that do not repay the outlay.

A teacher should expect to put some capital—both brains and money—into his business, but he should be cautious of outlays that do not pay. It is often the case in teaching, as well as in business life, that a little money placed judiciously brings far greater returns than a lavish spending on more material than can be well used.—*Western School Journal*.

The bridge across the Missouri River at Bellefontaine Bluffs, which will furnish the St. Louis inlet for the Burlington and the Missouri, Kansas and Texas, will be ready for traffic in the middle of November, and the through and local trains of both systems will then run into St. Louis at the North End. The terminal station for suburban traffic will be at Second and Mullanphy streets. When the new Union Passenger Station is completed the through trains will run over the new Northern belt line to Forest Park, and thence eastward over the Wabash terminal tracks down the Mill Creek Valley to Twentieth and Market streets.

To develop interest in the mechanical part of the pupil's work, the preparation of written exercises, blackboard work, etc., and also in good oral expression, will contribute greatly to interest in the general subject of language study. Happy the teacher who knows how to do this, and happy the pupils who are so fortunate as to be under his instruction.

To make the AMERICAN JOURNAL OF EDUCATION not only helpful, but indispensable, to every teacher and school officer, is our first purpose.

The old Bee Line had a reputation for sending large crowds of Illinois and Indiana visitors into St. Louis, and its successor, the Big Four, is handsomely sustaining that reputation.

New Books.

D. LOTHROP COMPANY are making extensive preparations to meet the demand for all supplementary helps for superintendents and teachers. They have a large specialty in Kindergarten Helps, bringing out several new and important features.

They have also begun a new department of Standard Books for the School and Town Library. Altogether the fall announcement of their educational department is rich and varied.

D. LOTHROP COMPANY's new line for the Summer and Fall of 1893 is rich and varied with a long list of fresh books that are timely and necessary. They are introducing fine library books as a special department of their publishing house, together with several other new features to be announced later.

"THE NEW ERA," by Dr. Josiah Strong, 400 pages. Library edition, cloth, gilt top, \$1.50; plain cloth, 75 cents; paper, 35 cents. This second work, by the author of "Our Country," which is now in its 160th thousand, is an application of fundamental principles to the solution of some of the greatest problems of the times.

The writer finds in history two governing principles which are its key—two lines of progress along which the race has moved. As these lines spring from man's constitution, they are permanent and indicate the direction of the world's future progress. In this light the writer interprets the great movements of the times, and points out what he believes history, reason and revelation alike show to be the solution of the great problems of the age.

Sent, postpaid, on receipt of the price. The Baker & Taylor Co., Publishers, 740 and 742 Broadway, New York.

THE Century for October will contain articles appropriate to the closing weeks of the World's Fair, the first being the fullest biographical sketch ever written of Frederick Law Olmsted, the designer of the original plan of the landscape of the Fair.

The article is by Mrs. Van Rensselaer, who says of this work that in it Mr. Olmsted "has lifted landscape-gardening to a higher place than it ever held before in the interest and respect of our public." A full page portrait of Mr. Olmsted is printed as the frontispiece of the number, which also contains an editorial article, "Don't Miss the Fair!" and a poem by R. W. Gilder entitled "The Vanishing City," celebrating the artistic beauty of the Fair.

THE Interstate Third Reader, by Miss Mary I. Lovejoy, principal of the Broadway school, Chelsea, Mass. The D. Lothrop Company, realizing the importance of introducing into our schools the best method for teaching reading and the use of language, have spared no pains nor expense to bring out a set of readers, graded, to meet the demands of the several ages of the scholars for which they were intended, and arranged by the best authorities on the subject.

The publishers now take pleasure in presenting the "Interstate Third Reader," prepared by an expert in the field, who has long been working at the problem how best to teach children to use their reasoning powers, and to exercise the thought-faculty in acquiring the use of good English.

Miss Lovejoy has the trained eye and hand that go with experience, while her marked ability in presenting theories, and illustrating them in class-work, has long been accepted. She has thousands of the best testimonials, which are in substance like the following: From Geo. E. Walton, Agent Massachusetts Board of Education: "I consider Miss Lovejoy unsurpassed in methods of primary instruction, especially in reading and language." Price 40 cents. D. Lothrop Company, Boston, Mass.

POPULAR ASTRONOMY — We take pleasure in calling attention to the first number of *Popular Astronomy*, a magazine prepared expressly for popular readers, teachers, students of astronomy and amateurs. All important astronomical topics will be treated in a popular way, in language wholly untechnical. Its illustrations are many and excellent in kind, and its writers are able and scholarly astronomers, chosen from the best at home and abroad. Wm. W. Payne, Publisher, Northfield, Minnesota.

ANNIE ELIZABETH CHENEY has in the September *Arena* a most delightful article on "Japan and her Relation to Foreign Powers." The lady writes with a perfect understanding of her subject and makes a powerful plea for justice for the people of the "Sun-kissed Land."

THE Century Magazine for September keeps up its illustrations of Chicago, the World's Fair, and some of the "tellers" who are "speechless" and who think the thing all-told is "wonderful." Of course the Century never runs on one line for its attractions. Phillips Brooks' letters from India are especially attractive and interesting, as are "Topics of the Time" and the other department. The Century Company, New York.

The New England Magazine, under its new manager, Warren F. Kellogg, Boston, holds on to its New England constituency scattered over the earth by the vigor, breadth, and depth of its discussions of practical questions. The Commencement essays of the Harvard students, with the editorial comments, make reading of the best kind. We commend every page of the last issue.

\$50 A YEAR FOR LIFE.

Substantial Rewards for those Whose Answers are Correct.

A man once entered a prison where was confined a condemned criminal. On making a request to be conducted into the presence of the doomed man, the visitor was informed that none but relatives were permitted to see the prisoner. The visitor said: "Brothers and sisters have I none, but that man's (the prisoner's) father is my father's son."

He was at once taken to the prisoner. Now, what relation was the prisoner to the visitor?

The Agriculturist Publishing Company will give \$50 a year for life to the person sending the first correct answer, \$500 to the second; 3rd, \$250; 4th, \$100; 5th, \$50; and over 10,000 other rewards, consisting of pianos, organs, ladies' and gents' gold and silver watches, silver services, diamonds, rings, etc.

To the person sending the last correct answer will be given a high-toned piano, to the next to the last a beautiful organ, and the next 5,000 will receive valuable prizes of silverware, etc.

RULES—(1) All answers must be sent by mail, and bear postmark not later than Dec. 31, 1893. (2) There will be no charge whatever to enter this competition, but all who compete are expected to send one dollar for six months' subscription to either THE LADIES' HOME MAGAZINE or THE CANADIAN AGRICULTURIST, two of the choicest illustrated periodicals of the day. (3) All prize-winners will be expected to assist us in extending our circulation. (4) The first correct answer received (sender's postmark taken in all cases as date of receipt, so as to give everyone an equal chance, no matter where he or she may reside), will secure the first prize; the second, the next prize, and so on.

THE AGRICULTURIST is an old established concern, and possesses ample means to enable it to carry out all its promises. (Send for printed list of former prize-winners.)

JUDGES—The following well-known gentlemen have consented to act as judges, and will see that the prizes are fairly awarded: Commodore Calcutt (proprietor Calcutt's Line of Steamers), Peterborough, and Mr. W. Robertson, President Times Printing Company, Peterborough. Register all money letters. Address: AGRICULTURIST PUB. CO., (L'd) Peterborough, Canada.

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ARE the funds on hand,—and sufficient to pay the teachers each month as other State and county officers are paid? This should be looked after and provided for in all the States without further delay.

WE get and give real power when we, with our pupils, from a careful study of principles, invent our own methods rather than "copy" old ones. It is better and wiser to be an architect than a hod-carrier in our teaching.

Mississippi.

MISSISSIPPI is to be congratulated on securing the services of Professor J. W. Barnard for the chair of Pedagogy in her State University at Oxford.

He will greatly re-inforce the strong, effective, conscientious work of the State Superintendent, Hon. J. R. Preston, as well as the valuable labors of the more than seven thousand teachers of that State. Prof. Barnard has already done a great work in Missouri.

He has set the faces of thousands of noble young men and women toward that luminous way which brings both power and peace. They will be scholars, helpers, patriotic, Christian citizens. He has in all these years rendered great, important and permanent service in all these directions in Missouri. Such work cannot be put out—cannot be forgotten. It goes on increasing with these increments of strength permanently.

State boundary lines do not limit or confine the work of any real educator. Missouri will be all the richer for his more extended labor in his new field.

He has not only a profound knowledge of the principles of education, but great experience and judgment in their application and details. He has sustained skill in argument, a clear and vigorous method of statement. He is the embodiment of reason, spiced with wit. He says just what he intends to say, and only that. He clothes his ideas with the best words, and steers them so as never to run aground. Silent when there is nothing to be said, but persistent, wise, sincere, when he does speak, always throwing light on the matter under discussion. His fellow workers will find him helpful always, full of fire, faculty and light. Yes, Mississippi is to be congratulated on securing such a sort of a man as a citizen and as an instructor of youth, for what you put into the first of life, you put into the whole of life.

OUR teachers sow profusely in their great work the just and sacred maxims of equality, fraternity, and a representative government. Every school, at its best, is a model republic, training the current of all the wills to what is for the good of all, and securing the co-operation of all the most intelligent for the improvement of all. The people as yet scarcely recognize the value and worth of our system of common schools because these have been so inadequately stated and developed. If we but fairly and fully understood the multitude and the concurrence of the faculties awakened, the productive facilities generated, the immensity of knowledge growing out of the studies pursued, the grandeur and breadth of the principles established by all the training, we should make haste to honor and provide for those who do this most valuable and fundamental work upon which the prosperity of the people and the superstructure of this government rests.

An Artistic Worker.

"Beware of this,
What I can help thee to thou shalt not miss."
—SHAK.

THE teacher, says Dr. Baldwin, of the State University of Texas, is an artist. He fashions immortal spirits. Here, avoidable mistakes and the withholding of the necessary educational helps and the best instrumentalities are worse than crimes.

These tools to work with are absolutely essential to success. Will school officers as well as teachers please remember that the most eminent, experienced and practical educators we have say it is a fact that with a set of outline maps, charts, a globe and a blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps, as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is amply supplied with blackboards all around the room, a set of outline maps, a set of reading charts, a set of physiological charts, a globe, crayons, erasers, a magnet, etc.

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El Nuevo Mundo.*

**El Nuevo Mundo*: A poem by Louis James Block, author of *Dramatic Sketches and Poems*. Chicago, Charles H. Kerr & Co., 1898. Pp. 95.

EACH new epoch gives rise to new interpretations of the "same old world." The same sun shining upon the same ocean keeps up the same process of evaporation; the same interplay of gravitative balancing keeps up the same circulation of winds, and in the midst of it all new flowers are ever blooming and fresh fruits ever coming to maturity. And this is no less true in the world of mind than in the world of nature. So that we may just as truly say: "There is nothing old under the sun" as to keep repeating the same old commonplace: "There is nothing new under the sun." New world and old world—these are but relative terms, and the world just dawning upon the vision of Columbus was also the first to lift its crest to the sunbeams on the primal morning of creation.

So we are led to reflect by the reading of a remarkable poem that has but just risen into visible form through the creative workings of a finely endowed mind. *El Nuevo Mundo*—the new world—such is the title of this poem, the author of which is Louis James Block, whose volume, *Dramatic Sketches and Poems*, has already been favorably noticed in the JOURNAL.

But why a Spanish title for a book written in English? Think a moment and you will remember that the Italian, Cristoforo Colombo, had to talk Spanish, and for long years of waiting more or less to "walk Spanish," before he could even get his face turned steadily toward The New World.

Very appropriate then is the Spanish title of this poem which has for its purpose to trace with one swift glance the whole process of history, as the continuous unfolding of the mighty world-tree, whose fairest bloom and finest fruitage—the present and prospective civilization of the new world—is the central point of interest in the great Columbian Exposition now in progress. We will make no attempt to follow the author in his daring and marvelously successful flight, from the moment of initial purpose, when "God's thought rose clear before him and he said:

'Lo! I will fashion for mine eyes to see
The mighty miracle of liberty,'

on down through the ages to the moment of fruition when "God's thought rose clear before him and he said:

'Lo! I have fashioned for mine eyes to see
The mighty miracle of liberty.'

Instead of this we must confine ourselves to noticing with what clear certainty of touch Mr. Block has marked each really vital factor in the course of human events, and with what skill he has traced the golden thread of unity that serves as the

spinal cord to bind all into a living whole.

All this but illustrates Mr. Block's fine philosophic insight. On the other hand his poetic gift is no less rare, and the rare infusion of these two elements of power makes of this poem a peculiarly subtle and suggestive condensed-commentary and bird's-eye view of the whole course of human history.

Clear of vision, and therefore buoyant of faith, Mr. Block has little patience with that pretentiously humble form of sentimentality which often masquerades under the name of "Agnosticism."

"A bitter helpless creed!
No wonder-working deed
Can thence draw vigor which should surely stream
Through all its pulses, and its fire must deem
Itself a strange subversion of the law,
Holding vague insecurity in awe;
A luminous truth that truth is built on ignorance,
And time's endeavor vast the dazzling gift of chance!"

No agnostic is your discoverer in whatever era of the world's progress. Rather is he full of daring hope, and for him always

"The western ocean licks its sparkling sands
With tongues of promise."

And watching his career there dawns for us this revelation also:

"Reach but the heights of truth and every star
Trembles and shines for aims you seek and love.
* * * * *
All forces of the land and sea and air combine
To bring to pass what feeds eternity's desire."

But space-limitations—the reviewer's "fate"—forbid further quotation, and we can only urge the reader to give to these pages (less than a hundred) the careful perusal necessary to the full appreciation of their subtle significance, their rugged vigor, and their fine poetic flavor.

We predict that when the literature of the New World's quadricentennial has been at length fairly appraised, Mr. Block's poem will be found to stand alone in the comprehensiveness of its view, in the compactness and consistency and subtlety with which that view is unfolded, and in the number of passages whose rich suggestiveness and perfection of form must insure their frequent quotation.

It is a poem to be read with the mind all alert; to be re-read; to be studied. The wealth of its meaning and the subtle refinement of its beauty cannot otherwise be appreciated. Read it so, above all you who teach American history, and you will not be disappointed.

W. M. B.

To be properly and perfectly understood we must repeat the same thing to the young children in the schools and to the older children who assume to control affairs and to make laws for us.

TEACHERS! see page 16.

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POLITICIANS whose chief care is to find high position for a low order of intelligence are not desirable.

PROVIDENCE will do little for a man or a country that expects providence to do it all.

THE public school is the great cradle, stimulator and conservator of a true public spirit. The rich man cannot afford to neglect it for his children any more than the poor man. He ought not, as a good citizen, to withdraw his personal interest from the public school, the personal interest which can be practically felt and exercise only when his own children are in the public school; he ought not to encourage the class feeling and class distinction in our national education; and he ought not to deprive his children of that sturdy Democratic training which the good public school gives as no private school can ever give.—*The New England Magazine.*

Teach Your Pupils How to Use Books.

ONE great object of the schools in our time is to teach the pupils how to use books—how to get out for himself what there is for him in the printed page. The man who cannot use books in our day has not yet learned the lesson of self-help, and the wisdom of the race is not likely to become his. He will not find in this busy age, people who can afford to stop and tell him by oral instruction what he ought to be able to find out for himself by the use of the library that may be within his reach. Oral instruction, except as an auxiliary to the text-book—except as an incitement to the pupil's interest and a guide to his self activity and independent investigation in the preparation of his next lesson—is a great waste of the teacher's energy and an injury to the pupil. The pupil acquires a habit of expecting to be amused rather than a habit of work and a relish for independent investigation. The most important investigation that man ever learns to conduct is the habit of learning by industrious reading what his fellow-men have seen and thought. Secondary to this is the originality that adds something to the stock of ideas and experiences of the race. The pupil who has not learned what the human race have found to be reasonable is not likely to add anything positive to the sum total of human knowledge.

One of Us.

CHAUNCEY M. DEPEW is a very busy man, but a very genial man, withal, and as you see is "one of us;" that is, he is one of the "alumnae" of Wellesley College. This is how he tells it to a reporter:

"I was coming down through the hallway of the Auditorium at Chicago when I suddenly found myself faced and delightfully surrounded by a group of extraordinarily pretty girls. Of course I stopped, and I said: 'Hullo, is this a gathering of the Christian Endeavorers?'"

"No, Mr. Depew," said a bewitching damsel.

"Then you know me," I exclaimed.

"Of course we do; you are one of us. We are of the alumnae of Wellesley College, and we want you to take dinner with us. If you can't do that, we want you to come and speak to us at the business meeting."

"Well," said I, "I am as you say, one of you—you made me one in 1890. I'll speak to you, and I'm sorry I can't take dinner with you." They led me into one of the parlors. As handsome a girl as ever I saw greeted me. She was the President. And then she said, turning to the company: "Girls, I want to introduce to you one of our number, Chauncey M. Depew, of the class of 1890, and he will talk to you." And she did it just as though I was myself one of the girls. Who wouldn't have been inspired by such a gathering, eh, Judge? I told them this story—a true one: I said that two years ago I was in Concord, N. H., and, looking at the time-table, I found that train connection at Boston would make it possible for me to go to Wellesley and greet my associate alumnae, for they had just made me an honorary member of the college.

"So I telegraphed as follows: 'Leave Concord this morning, leave Boston at 12, reach Wellesley at 12:30, have an hour to greet you, and return to Boston in time for train to New York. Signed, Chauncey M. Depew.'"

"The telegraph operator was a stern-mouthed descendant of the Puritans, and when he read that dispatch, he looked queerly at me, and I saw by the gleam in his eye that he thought he had discovered in me a fraud. After eyeing me sternly for a moment, he said, 'You may not be aware of it, sir, but Wellesley is a female college.'"

"My young friend," I replied, with as sanctimonious a manner as I could assume, "I know it; that is why I'm going there. I myself received honors there last June." With a sigh I shall never forget, he turned to his instrument and sent the dispatch.

"Judge, you should have heard those girls laugh when I told that story, and when they laughed they were the sweetest-looking group of maidens that I ever saw."

TEACHERS! see page 16.

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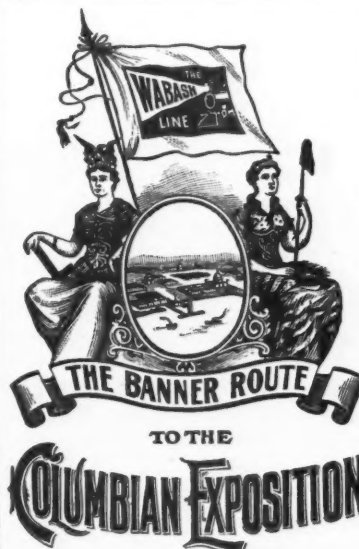
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Business Notes.

HEREAFTER the nine editions of the JOURNAL OF EDUCATION will be issued regularly each month, and advertisements to insure insertion must be in our office not later than the 5th.

MR. L. BROWNING, who has had many years experience as an advertising agent, will have charge of our advertising department in this city.

WE call especial attention to page 16 of this issue of the JOURNAL. The premium there offered is one that every public school teacher in the West and South should possess. It can be secured by sending one subscriber and \$1 to the JOURNAL.

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With this issue of the JOURNAL the price of subscription has been reduced to ONE DOLLAR per year.

We are determined to put the JOURNAL into the hands of every teacher that we can possibly reach. It will be made such a valuable help to the teachers that they cannot get along without it.

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MANY of our readers have doubtless noticed the advertisement of D. S. Hetzell & Co., commission merchants, 10 S. Main St., St. Louis, which has been appearing each week in this journal. To those who are not acquainted with this firm we would say that it is an old established and reliable house, centrally located, and with every faculty for handling all kinds of consignments to the best advantage. They have long experience in their business and wide acquaintance with buyers of wool, hides, pelts, furs, eggs, poultry and all the various kinds of produce. Their present reputation, built on the handling of thousands of dollars worth of consignments to the satisfaction of their shippers, is a guarantee that all shipments to them will receive careful and prompt attention, and will be sold for the best price in the market. Merchants desiring to ship to, or desiring information of the St. Louis market, will find it to their interest to write them.

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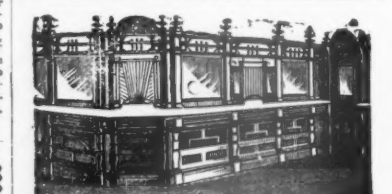
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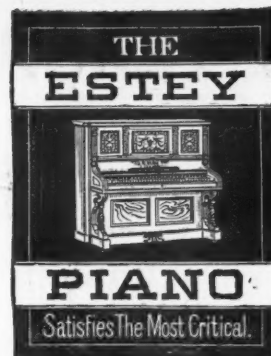
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